DOCUMENT RESUME

ED 334 142 SO 030 284

AUTHOR Teske, Patricia W.
TITLE Beginnings: Beginning Musical Strategies with Social Implications for Level V Middle School Students in Baltimore County, Maryland.
PUB DATE Jul 89
NOTE 34p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Development; *Educational Strategies; Intermediate Grades; Junior High Schools; Learning Disabilities; *Middle Schools; *Music Activities; *Music Education; Music Therapy; Secondary Education; Socialization; Special Education; *Special Needs Students; Student Educational Objectives; Teaching Methods

ABSTRACT

This document presents strategies developed for teaching learning disabled, emotionally disturbed, or intellectually limited middle school students in the music classroom. The proposed strategies are designed to meet the following criteria: (1) the musical activities are to be musically appropriate for middle school adolescents; (2) each activity will encompass social implications appropriate to the music classroom setting; (3) the activities will generate success; and (4) the strategies will have the ability to promote both individual and group self-esteem. The document outlines several different features of the proposed program of musical strategies including: philosophy, goals, theoretical rationales, needs assessment, instructional objectives, instructional strategies, resources, curriculum design, staffing, evaluation provisions, and budget. Three appendices provide: (1) explanations of three types of handicapping conditions at issue; (2) a list of 14 conditions essential to implementing an appropriate program for the high risk secondary population; and (3) a set of four recommendations made by the Level V Secondary Special Education Study Committee. A 9-item bibliography is included. (DB)

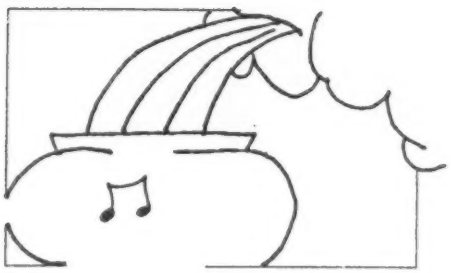
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED334142

SO

BEGINNINGS

Beginning Musical Strategies with Social Implications for Level V Middle School Students in Baltimore County, Maryland



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

PATRICIA W. TESKE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Patricia W. Teske
Recent Trends In Curriculum
Loyola College in Maryland
July, 1989

TXU 390-181

SO 030 284

BEST COPY AVAILABLE

TABLE OF CONTENTS

Statement of Purpose 1

Philosophy 3

Goals 5

Theoretical Rationale 6

Needs Assessment 12

Middle School Orientation Questionnaire 14

Instructional Objectives 17

Instructional Strategies 17

Resources 20

Curriculum Design 21

Staffing 22

Evaluation Provisions 23

Budget 24

Appendix A 26

Appendix B 29

Appendix C 30

Bibliography 31

Statement of Purpose

Beginnings are crucially important. Beginning strategies for Level V Middle School students in the music classroom setting are vital. The classroom environment, rapport, routine, and content are established immediately. The proposed strategies are initial musical activities with social implications. These strategies are to meet the following criteria:

1. The musical activities are to be musically appropriate for Middle School adolescents.

2. Each activity will encompass social implications appropriate to the music classroom setting.

3. The activities will generate success.

4. The strategies will have the ability to promote both individual and group self esteem.

Profile

The term "Level V" is unique to Maryland. As the term is used within Baltimore County, Maryland, it represents students who are learning disabled, emotionally disturbed and are intellectually limited (Appendix A). Baltimore County has three Middle School Centers which house self-contained Level V classrooms: Parkville Middle School, Pikesville Middle School, and General Stricker Middle School. Level V students are bussed to the closest Center.

As stated, the students are taught within a self-contained Level V classroom. When receiving instruction in art, music, and physical education, they are, also, taught in self-contained special area instruction.

Philosophy

The Baltimore County Public Schools have provided excellent elementary programs for Level V handicapped students at Chatsworth and White Oak Schools. Parents, professionals, and other citizens of Baltimore County have regarded these programs as exemplary for students enrolled in these facilities.

Until very recently, the education, treatment and curriculum for the population of students labelled "severely handicapped" was a record of failure and frustration, including frequent segregation, institutionalization and weak to nonexistent curricula. The following recommendation of the Study Committee on the Need for Public School Placements for Seriously Emotionally Disturbed Students was submitted to Baltimore County in 1981: "With the data available to us, it appears that it is unwise for Baltimore County Public Schools to implement a Level V day therapeutic program for adolescent students."

In the 1983-1984 school year, Baltimore County addressed the concern regarding the need for the continuation of quality services for this population of students beyond the elementary years. After analyzing existing models, identifying characteristics of students who are high risk for experiencing success in available

secondary programs, and determining factors which contributed to successful experiences for secondary level handicapped students, the committee developed a list of fourteen conditions which seemed to be essential in order to implement an appropriate program for the high risk secondary population (Appendix B). All fourteen conditions are essential components of a program that would meet the needs of handicapped students who might have difficulty in succeeding in existing Level IV secondary programs.

A Middle School Level V Program incorporating these fourteen conditions was established. There are currently three Level V Middle School Centers in Baltimore County. They are based on clusters of identified students for Level V self-contained instruction. (Committee recommendations are included in Appendix C.)

The implementation of these recommendations has positive implications for secondary school students. Furthermore, the program demonstrates Baltimore County's continuing commitment and long-range planning to meet the needs of all Baltimore County students.

Goals

New laws, new curricula and new students. A lot has changed in education since the passage of Public Law 94-142, the Education of All Handicapped Children Act, in 1975. With the implementation of Middle School Level V Centers in Baltimore County, appropriate strategies must address this unique situation. The following goals are intended to focus specifically on appropriate Music Strategies for Level V Middle School students, and, also, to address Middle School socialization implications through these Music Curricular Strategies.

1. Musical activities will be appropriate for the chronological age of the students, and will be designed for immediate successful musical achievement, i.e., reinforcement, review activities.
2. Selected strategies will include musical activities which promote positive socialization/interaction among students appropriate to the music classroom setting.
3. The strategies will inherently promote both individual and group self esteem.

Theoretical Rationale

Ten years ago the odds would be high that none of the students labelled "severely handicapped" would have been in any school program at all. These students were candidates for a total institutional setting. There were few situations where these more severely handicapped students (adolescents) interacted and mixed with typical students.1

Level V students are severely handicapped. Baltimore County includes those students in Level V who are learning disabled, seriously emotionally disturbed, and intellectually limited students.

With the inclusion of Level V self contained special area instruction (including art, music, physical education, reading) at the Middle School level in Baltimore County, Maryland, specific responsibilities/considerations exist and must be addressed. Those specific considerations relevant to implementation of "Beginning Musical Strategies with Social Implications for Level V Middle School Students" include the following issues:

(1) Middle School programs for learning disabled, seriously emotionally disturbed, and intellectually limited students;

(2) transitional/socialization orientation of Middle School Level V students and staff,

(3) appropriate music education experiences.

(1) Middle School Programs for learning disabled, seriously emotionally disturbed, and intellectually limited students

It is quite obvious that this innovative program in Baltimore County, the extension of special education for severely handicapped students into the secondary level, is not a national trend. The ERIC search produced an extremely limited number of articles with even distant relevance to the topic. Literature in the field tended to center around elementary special education. One manual presented intervention strategies designed by Project MEDIA (Middle and Elementary Direct Instruction Alternatives) to aid the transition of both non handicapped and mainstreamed handicapped students from elementary (K-5) to middle (6-8) school.2 This manual offered the most germane information relating to the Baltimore County Middle School Level V Program and transitional orientation.

(2) Transitional/Socialization Orientation of Middle School Level V Students and Staff

The behaviorally disturbed child can be viewed in terms of two socialization functions: the relationship with others and the ability to master academic tasks. In terms of the relationship with others, this child usually has very poor relationships with both teachers and peers. In terms of academic performance, the behaviorally disturbed child often functions well below his potential.3

When considering the behavioral characteristics of emotionally disturbed students, the importance of Middle School orientation becomes significant. The behaviorally disturbed child has an uncanny way of stimulating volatile feelings in other people. These most unpleasant and exasperating feelings, which this child seems to omnipotently inflict on others, are the behaviorally disturbed child's unique communication about the way in which he experiences the world. He causes others to suffer just as he suffers.4 The Middle School community must understand, plan, and prepare to address and orient the transition for the Level V student, the staff, the Middle School internal community.

The implications are to address and reinforce this transition with appropriate socialization strategies throughout the Middle School curricula of the Level V student. Children need assistance in learning social skills. According to Elias and Mahlar, 1983, the development of both handicapped and non-handicapped children in the social and affective domains is critically important yet critically neglected. Even though PL94-142 was created to insure services to the handicapped and to help prevent non-handicapped children from developmenting difficulties, it has not always been successful in its efforts.5

It is recognized that whether or not the child is classified, when children have academic or emotional

problems, they begin to develop negative attitudes. According to the literature, Bryan and Pearl, 1979, Leyser and Gotlieb, 1980, Mordock, 1979, some of the negative behaviors these children experience includes attitudes of rejection, lack of personal initiative, pessimism about their future and low self-esteem.6

For children, a lack of appropriate social and personal skills is one of the most debilitating problems. Leaner, 1981, suggests that in terms of total life functioning, social problems may far outweigh and be far more disabling than an academic dysfunction.7

Further, Canfield and Wells project that in order for children to become healthy, productive and successful adults; positive social skills, positive self-concept, and personal self esteem must be a part of their repertoire of skills.8

Providing opportunities to develop social skills is a necessary component in education. Within the project, "Musical Strategies with Socialization Implications for Level V Students...", activities will be developed which provide such opportunities. Strategies will include goals of building self concept, motivating students, and reinforcing and recognizing students.

Gaston, 1968, states that music is one of the most effective and rewarding ways to achieve socialization goals. He continues to cite that music by its very nature draws

people together, as well as enriches each person in a very individual and unique way.9

(3) Appropriate Music Education experiences

Teaching music to the early adolescent is a challenging and sometimes difficult task. Characteristics of early adolescence are described, and reasons why some middle level music programs are not effective are discussed in "Curricular Design for the Early Adolescent". Suggestions for differentiating instruction to this age group are presented.10 Additionally, brief suggested generalities for teaching Middle School music to handicapped students are included by Ashmore, 1984.11

None of the literature addressed music education for Middle School self-contained Level V instruction. Baltimore County appears to be a leading institution in this field within the nation.

Recognizing this national deficiency in music education to confront this challenging aspect within the educational system, these issues must begin to be addressed. "Beginning Musical Strategies with Social Implications for Level V Middle School Students in Baltimore County, Maryland" is just that. It is a beginning. It is a beginning for music educators, for students, for generating integrity and respect for ALL handicapped students -- even in the secondary schools. With its inherent potential, music IS the beginning.

1. Dianne Ferguson and Stanford J. Searl Jr., The Challenge of Integrating Students with Severe Disabilities, (ERIC, 1981,) 7.

2. Judy Ashmore and others, A Manual of Instructional Strategies (Project M.E.D.I.A), (ERIC, 1984).

3. Susan Kennell and Paula Ammerman, Understanding the Behaviorally Disturbed Child, (ERIC, 1982), 76.

4. Kennell and Ammerman, 15-16.

5. Celene A. Alexandra, Training Elementary Teachers To Use Music Therapy Activities for Social Skill Promotion, (ERIC, 1985), 12.

6. Joyce Pedigo, Music Techniques with Severely/Profoundly Handicapped Students, (ERIC, 1986), 13.

7. N. Kyndrup, On Loving the Unlovable, (ERIC, 1982), 32.

8. G. Wilson, Minimum Competencies In Special Education for Music Education Students at Roosevelt University with Suggestions for Implementation, (ERIC, 1982) 26.

9. Kristen D. Juul, Integrated Arts For The Handicapped: A Workshop For Teachers, (ERIC, 1983) 14.

10. Gail A. Caissy, "Curricular Design for the Early Adolescent", Music Educators Journal, March, 1985, 38.

11. Ashmore, 173.

Needs Assessment

Students entering Middle School Level V Centers in Baltimore County, Maryland, enter the program from different elementary "feeder school" programs. Those elementary programs are separate school settings, isolated and segregated from 'typical' Baltimore County school settings. Upon integration into a larger, heterogenous school population, Level V students require transitional experiences which address both academic areas and socialization functions.

1. What information is needed to determine the gap between where the students are and what you want.

   A. What transitional Middle School training have the students experienced?

   B. What are the students learning strengths and medical problems?

2. What data will yield the information?

   A. Questions set in a structured format will capture salient features of the major areas that occur in the process of transition between Level V elementary school and Middle School Level V.

   B. Personal and cumulative records will provide information germane to the student's learning strengths and medical problems.

3. How are the data to be collected?

A. A Middle School Orientation Questionnaire will be sent to the Level V elementary "feeder schools". Principals will be contacted by letter. That letter will describe the study. A telephone call will follow to ensure understanding and closure for completion of the Questionnaire. A packet of Questionnaire forms will be sent to the Principal. Upon completion of the form, the Questionnaire will be returned to the Middle School. A two week deadline is projected for completion of the form.

B. A form with open ended questions will be distributed to the Level V classroom teacher, the school nurse, and appropriate guidance counselor. These forms will be sent to each at the beginning of the school year. They will be asked to respond to the questions with specific information for each student they are currently teaching. They are to return the form to my mailbox by the specifically stated date. The projected date is 5 teaching days from its distribution.

4. How are the results of the Needs Assessment to be analyzed?

Frequencies will be used which will then be transformed into relative frequencies or proportions. Correlational analyses will also be performed to establish relationship between selected items.

5. How are the results to be presented?

The most outstanding findings will be presented graphically, but all of the results will be presented in tabular form.

MIDDLE SCHOOL ORIENTATION
QUESTIONNAIRE

Complete this questionnaire as it best describes the Level V students in their current elementary school setting. The information gathered in the response to this construct will direct orientation and social transition for the students entry into Middle School.

I. STRUCTURE OF LEARNING ENVIRONMENT

1. Does this student change classes? YES NO

2. Does the student remain with the same teacher throughout the school day? YES NO

3. Is the student assigned a locker? YES NO

   Does the locker have a lock? YES NO

   Does the locker have a combination lock? YES NO

II. ORGANIZATIONAL PROCESSES

1. Is the student assigned to a homeroom? YES NO

2. Is the student responsible for providing and bringing a notebook for classroom use? YES NO

3. Is the student responsible for daily homework? YES NO

III. SOCIAL PROCESSES

1. Is the student allowed unstructured free time with other students, i.e., recess? YES NO

2. Does the student change classes with other students in the hallways? YES NO

3. Does the student remain with the same class peers throughout the school day? YES NO

Objectives

Within the Baltimore County School system, a primary goal of music education is to "help students grow in their ability to incorporate music as an enriching and humanizing force in their daily lives". "Beginning Musical Strategies with Social Implications for Level V Middle School Students" consistently supports that goal as the title indicates.

In order to accomplish that Baltimore County goal and those more specific goals stated within the project curriculum, the following instructional objectives and instructional strategies must be considered and implemented.

The ensuing format reflects the instructional objectives:

1. The students will develop skill in a variety of musical activities
2. Students will develop a sensitivity to the expressive qualities of music
3. Students will develop a working vocabulary of musical symbols and terms
4. Students will develop personal and social values through musical experiences

This fourth Instructional Objective considers the

social implications of each musical objective, and, therefore, is indicated in a coinciding format.

Instructional Objective

The students will develop skill in a variety of musical activities.

Instructional Strategies (Musical)

* The students will demonstrate the ability to perform a steady beat.
* The students will differentiate between the beat and the rhythm
* The students will distinguish, aurally and/or visually between higher and lower pitches in performance based activities

Social Implications

* Students will ignore peer behavior and remain focused on assigned musical task
* Individualized Differentiation will permit adaptations of skill requirements to allow each student an opportunity to achieve success within each class period
* Class activities will develop group participation, cooperation, and a sense of satisfaction and success

Instructional Objective

Students will develop a sensitivity to the expressive qualities of music

Instructional Strategies (Musical)

* The students will perform musical skills in an appropriate manner reflecting the inherent characteristics of the music
* The students will identify and develop appropriate instrumentation to perform and accompany specified musical examples
* The students will perform specified music with a partner. The partners performance will reflect phrasing within the specified music

Social Implications

* Students will participate in musical activities with appropriate behavior
* Students will employ instrumentarium equipment in a safe, cooperative manner
* Students will interact with peers using appropriate physical and verbal behavior

Instructional Objective

Students will develop a working vocabulary of musical symbols and terms

Instructional Strategies (Musical)

* Students will identify musical concepts: beat, rhythm, pitch, ostinato, drone

* Students will identify instruments: xylophone (bass, alto, soprano), metallophone (alto, soprano), glockenspiel (bass, alto, soprano), tympani, cymbal

Social Implications

* Students verbal communication will consist of appropriate musical vocabulary

* Students will cooperatively support peers in structured musical vocabulary activities

Resources

Musical Examples

1. Kodaly Level III Teaching Curriculum
   Pat Teske
   Hamline University
   St. Paul, Minnesota

2. Middle School General Music
   Baltimore County Secondary School Curriculum Guide
   Baltimore County, Maryland

Equipment

1. Orff Instrumentarium
2. Rhythm Instruments
3. Tone Chimes
4. Apple II GS Computer

Computer Program

Fred Balmages
Music Teacher
Baltimore County, Maryland

Curriculum Design

Initial strategies designed for Level V Middle School students in Baltimore County will be Participatory Non Verbal Activities. These activities will evolve toward appropriate verbal behavior and appropriate physical behavior in a structured sequential progression.

Considering the difference in school environments for these students between an elementary, isolated environment and the Middle School experience, the curriculum design will address the following items:

1. Changing teachers
2. Changing classes with a large student population
3. Integration of students from different elementary schools
4. Unique individual disabilities
5. Unique musical levels of ability

These students are scheduled into general music class two periods per week. The length of each period is 50 minutes.

Staffing

As indicated in the 1983 Level V Secondary Special Education Study Committee, the following staffing guidelines should be used per approximately ten students: .2 total special area teachers (art, music, physical education). Additional staffing aspects must be met in order to insure the best educational experience for these students. 1.The students must have access to additional support personnel to provide intensive instruction/therapy.

2. Each Middle School with a Level V Center must house full-time crisis intervention potential within the school.
3. The school/center must have the availability of intensive individual and group counseling.
4. Orientation of all staff and students to the nature and needs of the handicapped population.
5. Personnel specifically trained to utilize alternative behavioral management/counseling techniques.
6. Teacher training for effective implementation of specific area of content to meet the needs of Level V students.

Evaluation Provisions

Assessment instruments should be an integral, ongoing part of the school music program in order that music educators can strive to develop the best possible curriculum and instruction program for today's students. Information obtained throughout the implementation of music programs will provide a strong basis toward achieving quality music programs and experiences for ALL students.

Evaluation provisions in "Beginning Musical Strategies With Social Implications for Level V Middle School Students in Baltimore County, Maryland" include the following:

1. Behavior checklist to be completed by instructional aide
2. Observance by teacher of students participation in musical activities and each student's musical ability
3. Student self evaluation: Each student will input into the computer at the completion of class his/her self evaluation. Each student will have his/her own student music computer file. Each entry will be dated.

Budget

Orff Instrumentarium (Studio 49)

Instrument	Amount
Bass Xylophone	$656.00
Alto Xylophone	283.20
Soprano Xylophone	182.40
Bass Metalophone	620.00
Alto Metalophone	261.66
Soprano Metalophone	168.80
Alto Glockenspiel	85.60
Soprano Xylophone	76.40
Tympani (Rotary, 14")	274.40
Hanging Cymbal (14")	46.48
Cymbal Stand	27.44
Apple IIGS Starter System	1104.32
SUBTOTAL:	$3786.70

Budget

Research

4 Hours (25.00 Per hour)	$100.00
Copies	10.00

Writing

16 Hours	400.00

Computer Program Development

3 Hours	75.00

SUBTOTAL:	$585.00

TOTAL:	$4371.70

APPENDIX A

DEFINITION OF LEARNING DISABLED:

Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language.

Learning Disabilities are defined as deficits in association, conceptualization, attention, psycho-motor development, perceptual, receptive, integrative or expressive processes which interfere directly with cognitive learning and which require special educational programming.

They do not include learning problems which result primarily from visual, hearing or motor handicaps; from mental retardation or emotional disturbances; or from environmental disadvantages.

Program eligibility is determined by verification of normal intelligence (a score of 90 or above on a group intelligence test) with functioning level between one and two standard deviations below the mean, as measured on standard intelligence tests.

DEFINITION OF INTELLECTUALLY LIMITED:

(Mental Retardation) is a state of incomplete development, originated in the developmental period, which results in sub-average intelligence and manifests itself in impairment of adaptive behavior. An intellectually limited person and generally has the potential for self care, social adjustment and economic usefulness. The level to which an intellectually limited person develops depends upon the degree of impairment, environmental factors and educational opportunity.

Classification:

Mild - IQ (Stanford-Binet) 67-52
(Wechsler) 69-55
Unable to benefit from regular school program but has the potential for minimum educability in academic subjects, social adjustment in home and community. Adequate to become partially or totally self-supporting

Moderate -IQ (SB) 57-36
(W) 54-40
Has potential for self care, social adjustment in home and neighborhood and economic usefulness in home or sheltered environment.

Severe - IQ (SB) 35-20
(W) 39-25

Profound - IQ (SB) 19 - Below
(W) 24 - Below

DEFINITION OF SERIOUSLY EMOTIONALLY DISTURBED

SED is a condition which exhibits one or more of the following characteristics over a long period of time, to a marked degree, and which adversely affects educational performance:

1. Inability to learn which cannot be explained by intellectual, sensory or health factors.

2. An inability to build or maintain satisfactory interpersonal relationships.

3. Inappropriate types of behavior or feelings under normal circumstances.

4. A general pervasive mood of unhappiness or depression.

5. A tendency to develop physical symptoms or fears associated with personal or school problems.

6. Evidence on psychological evaluation that atypical behavior is brought about by internal conflicts which prevent the individual from behaving appropriately.

APPENDIX B

Fourteen conditions which are recommended as essential in order to implement an appropriate program for the high risk secondary population. The fourteen conditions are:

1. Multiple classrooms for special education students located in the same general area of a comprehensive secondary school.
2. Scheduling to allow for team planning, programming, and teaching by special education teachers.
3. Opportunity for educationally handicapped students to be scheduled for all subjects (including art, music, physical education, and reading) with only other handicapped students.
4. Pre-vocational and vocational course offering designed specifically for handicapped students.
5. The availability of reading taught as a subject throughout all grades.
6. Access to significantly adapted academic curriculum.
7. Access to adaptive physical education.
8. Access to significantly altered instructional approaches to meet individual needs.
9. Access to additional support personnel to provide intensive instruction/therapy.
10. Full-time crisis intervention potential.
11. Availability of intensive individual and group counseling.
12. On-going parent orientation and counseling.
13. Orientation of <u>all</u> staff and students to the nature and needs of the handicapped population.
14. Personnel specifically trained to utilize alternative behavioral management/counseling techniques.

APPENDIX C

The Level V Secondary Special Education Study Committee made the following recommendations after a study analysis in August, 1983:

1. Every effort should be made for the Baltimore County Public Schools to provide the opportunity for self-contained special area instruction (including art, music, physical education, reading) within the middle, junior, and senior high schools in order that handicapped students may remain in their home schools.

2. All fourteen conditions are essential components of a program that would meet the needs of handicapped students who might have difficulty in succeeding in existing Level IV secondary programs. Therefore, a pilot program incorporating these fourteen conditions should be phased in a three strategic meddle school locations based on the clusters of identified students.

3. The following staffing guidelines should be used per approximately ten students:

   1.0 special education teacher
   1.0 aide
   .2 pre-vocational teacher
   .2 total special areas (art, music, physical education)
   Sufficient staffing to provide crisis intervention service

4. A program of staff development should be initiated at each of the schools where pilot programs are housed.

5. In cooperation with the Office of Research of the Baltimore County Schools, a research program should be developed to assess the progress of students.

BIBLIOGRAPHY

Alexandra, Celene A. Training Elementary Teachers To Use Music Therapy Activities for Social Skill Promotion. ERIC, 1985. ED 270 207.

Ashmore, Judy, and others. A Manual of Instructional Strategies (Project M.E.D.I.A.). ERIC, 1984. ED 253 031.

Caissy, Gail A. "Curricular Design for the Early Adolescent". Music Educators Journal 71 (March, 1985): 37-41.

Ferguson, Dianne and Searl, Stanford J. Jr. The Challenge of Integrating Students with Severe Disabilities. ERIC, 1981. ED 236 831.

Juul, Kristen D. Integrated Arts For The Handicapped: A Workshop For Teachers. ERIC, 1983. ED 242 170.

Kennell, Susan and Ammerman, Paula. Understanding The Behaviorally Disturbed Child. ERIC, 1982. ED 265 701.

Kyndrup, N. On Loving The Unlovable. ERIC, 1982. ED 265 701.

Pedigo, Joyce. Music Techniques with Severely/Profoundly Handicapped Students. ERIC, 1986. ED 277 195.

Wilson, G. Minimum Competencies In Special Education for Music Education Students at Roosevelt University with Suggestions for Implementation. ERIC, 1982. ED 265 701.